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ABSTRACT

Guidelines for teaching French in the elementary school are presented. The program is designed to develop the skills of careful listening and accurate pronunciation and to provide pleasurable learning experiences through dialogues, songs, and games. French is contrasted with English to relate the language experience to other aspects of the curriculum and to motivate students toward subsequent foreign language study. The approach is informal. Specific techniques include: choral repetition, individual repetition, listening to the teacher and to recorded voices, listening to dialogues and stories, grammar development and drills, dialogue practice, singing songs, reading labels, reading and writing simple sentences, writing letters and invitations, memorizing dialogues/poems/songs, reading simple books and magazines, learning about French holidays, and learning about France and ways of life. The time available for the program is usually 20 to 30 minutes, once or twice a week. Suggested materials are listed. Guidelines for teachers and volunteers are offered, and a suggested lesson plan format for a 30-minute class is presented. Units on the following topics are included: self-introduction; greetings; expressions; colors and numbers; parts of the body; clothing; days of the week, months, and seasons; telling time; vocabulary; the family; and boys' and girls' names. (SW)

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Foreign Language EXperience in the Elementary School

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Anne Arundel County Public Schools

Foreign Languages and ESOL

Dr. Gladys Lipton

Coordinator

Dear LEX Instructor:

These guidelines for teaching foreign languages in elementary school (LEX) have been developed by:

Margaret Winters, Marley Junior
Laurie Garvey, Southern Senior
Burma Hill, Office of Foreign Languages & ESOL

We hope that they will assist you in the presentation of foreign languages and foreign cultures. Youngsters of elementary school age are eager to learn new phrases and sounds, and they are curious about the people who speak a foreign language.

The materials for your use are as follows:

1. A curriculum guide consisting of 24 lessons.
2. A set of master copies for transparencies to accompany the lessons.
3. A master copy of the student workbook.

We know that you will enjoy the LEX experience and that you will make every effort to have your students want to continue the study of a foreign language.

Sincerely,

Gladys Lipton

Dr. Gladys Lipton
Coordinator of Foreign Languages & ESOL

September, 1980

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RATIONALE FOR THE LEX PROGRAM

The LEX Program is designed to give the elementary school student some pleasurable experiences in learning a foreign language through dialogues, songs and games. This program is designed to develop the skills of careful listening and accurate pronunciation. It is hoped that this program will establish a firm foundation for subsequent language study and also that the students will gain a cultural understanding of the people whose language they are learning.

SOME GENERAL OBJECTIVES FOR TEACHING A FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS

1. To develop an interest among the students to begin the study of the foreign language.

2. To help students to experience success in their initial contact with the foreign language.

3. To develop the ability to hear correct pronunciation, to repeat words, phrases, and sentences and to make oral use of the elements of the foreign language in appropriate situations.

   a. To train the student to listen by watching the teacher's lips and gestures.
   b. To teach the student, through informal play, dramatization and puppets to speak the foreign language in the way that a native child of the same age would speak.
   c. To develop rote, near-native pronunciation and normal rate of speech.

4. To teach some reading and writing skills as soon as the basic skills of listening and speaking are learned. The work is entirely oral for grades K-3 since they are just beginning to be able to read and write in their native language.

5. To further cultural understanding and appreciation of countries and their people.

WHY L.E.X.?

Children enjoy learning a foreign language.

Children are curious about strange new sounds.

Children are excellent mimics. Younger children are still learning words in their own language, so their ears are tuned to new sounds.

Children are less self-conscious about pronouncing strange sounds.
Because of their ability to imitate so well, children are capable of developing good listening habits and correct pronunciation.

By starting a second language early, children are facilitated in the development of an understanding of language concepts. That is, the study of a foreign language helps children to understand their own language better.

Children benefit from a longer sequence of language study. They can use this knowledge of a foreign language to open the door to a new career.

Children develop a firm foundation for further language study by starting early.

Children can gain a cultural awareness of the people who speak the language they are learning.

GOALS OF THE LEX PROGRAM

LEX is the introduction of a foreign language experience in the elementary school program.

GOALS

- to develop language awareness in elementary school youngsters
- to develop some of the language skills required in basic education, such as careful listening and accurate pronunciation
- to contrast the foreign language with English for skills and concept development
- to correlate the language experience with other aspects of the curriculum (e.g., with Social Studies, Language Arts, Art and Music)
- to motivate students for subsequent foreign language study

PURPOSE

- to introduce, on a very informal basis, words, phrases and conversations in a foreign language (K-6)

LANGUAGE CHOICE

the choice of language will depend upon the background of the teachers and parents and high school student volunteers

CONTENT

- conversations based on home, school and daily activities, and games, songs and poems

METHODOLOGY

- an informal approach, with an emphasis on comprehension and speaking the language (See Hints for Teaching.)
- choral repetition
- individual repetition
- listening to the teacher, to recorded voices
- listening to dialogues, stories, questions and answers
- grammar development and drills
- dialogue practice
- singing songs
- reading labels around the room
- reading simple sentences
- writing simple sentences
- writing letters and invitations
- memorizing dialogues, poems, songs
- reading simple books and magazines

- preparing dramatic presentations
- learning about different and similar ways of life
- learning about holidays in countries where the language is spoken
- learning about comparative fairy tales

TIME

- The time available is usually 20-30 minutes, once or twice a week. Other alternatives to suit the needs of the educational program are arranged locally.

MATERIALS

- Few materials are needed for the program, since the methods involve a great deal of listening and speaking activities particularly grades 1-3. A limited amount of writing and reading is introduced at all levels, but the emphasis should be on communication. Other materials which can be used are:

posters	flannel board, felt cutouts	newspapers
pictures	calendars	phonograph & records
chalkboard	flags	cassettes
maps, globe	dolls	books
magazines	workbooks	stamps
real objects	menus	experience charts

TEACHERS

- In some schools the classroom teacher offers the foreign language instruction. In others, either a parent or a high school student comes into the classroom on a pre-arranged schedule, which is convenient for the classroom teacher and volunteers.

- The classroom teacher's role is a key to the success of the program. His/her role is extremely important in order to:

1. present a positive attitude toward the foreign language instruction.
2. prepare the youngsters to be ready and eager for the instruction.
3. watch for topics and/or activities during the language lesson which can be used in follow-up activities; (e.g., playing a cassette or phonograph recording, discussing an aspect of foreign language contrasts with English language words and expressions, map study, cross-cultural information gathering, room decoration, etc.).
4. encourage gifted and talented students to explore the language and cultures in greater depths.
5. plan for ways to correlate the foreign language and other subjects, such as Social Studies, Art, Music and Language Arts.
6. encourage youngsters to bring in foreign language picture books from the library.
7. have students look for "foreign" words, which have become a part of our English language, as they appear in newspapers and magazines (e.g., sombrero, chapeau, etc.).
8. have a bulletin board devoted to topics related to the foreign language: current events, pictures, labels, advertisements, greeting cards, etc.

SUGGESTED LESSON PLAN FORMAT FOR A 30 MINUTE CLASS

I. Opening Routine (5 minutes)

A. Roll Call in the Foreign Language
B. Review of Items Previously Taught such as:

1. What day is today?
2. What is the date?
3. What is the weather like today?

II. Introduction of New Material (with visuals)

A. Present the new work

1. Drill with the entire class
2. Drill with individual students

III. Present a game, song or other "fun" activity which will reinforce the newly learned material. (10 minutes)

IV. Closing Routine and Plans for Follow-Up

Teacher: Au revoir, Classe
Class: Au revoir, Madame

Vary this routine by shaking hands and saying good-bye to individual students.

METHODOLOGY TIPS FOR LEX

The teacher should then skim over each unit in order to get a general idea of what will be taught. The teacher does not have to follow the lessons at the pace suggested. If the students seem to need more practice on an item, fill in with extra activities and extra games. (See list of games.)

It is suggested that the units be taught in sequence since they are carefully graded to include previously learned vocabulary. (Follow the directions for each session, using the corresponding transparency and workbook exercise.)

Each unit consists of vocabulary to be thoroughly mastered, suggested procedure (session by session) and related songs, games and poems.

Spend one day a month on review of previously learned material. Use a game like Tic, Tac, Dough for review (see List of Games). This may take 15-20 minutes. Use the rest of the class time to sing familiar songs or learn a new one. The Game songs are a great deal of fun for the children and also culturally authentic.

After the days of the week, date and weather have been taught, the teacher may wish to make a weatherboard from strips of tagboard stapled to a posterboard. The strips can read: (in the foreign language)

What day is today?
What is the date?
What is the weather like?

Have smaller strips made up with numbers, months, days of the week and weather conditions.

Have students keep a picture dictionary to correspond with units 3-9. For homework, give students an assignment of looking for pictures in magazines. The pictures can be assigned for each unit of study. Give them time in class to paste and label pictures in their notebook.

Be creative in adding to each unit with songs and games and additional activities.

Be aware of students' need for more drill in certain units.

The pace of each session must be lively with well-timed changes from one activity to another. This helps to keep the children alert and interested in what they are learning.

The teacher needs to use a variety of teaching techniques. Vary class response through:

a. choral response -- the whole class responds together
b. group response -- divide the class into 2-3 groups
c. individual response -- ask a question and point to a child to answer it
d. chain response (round robin) -- one child asks a question; the next child answers the question and that child in turn asks a question of the next child, etc.

When a child gives an incorrect answer, ask another child for the answer. Then go back to the first child who missed the question. It is important not to embarrass the student when he makes a mistake.

Use dialogues. Dramatize them so that the students understand what is being said.

Plan for constant review of previously learned material. Combine previously learned material with new vocabulary such as colors with clothing, clothing with weather, etc.

Use attractive visual aids. The teacher should use many types of visuals to illustrate vocabulary, such as transparencies, flash cards, real objects, etc. Young children through the 4th grade like to touch and hold puppets, toy animals and other objects. Puppets are very useful and entertaining in teaching dialogues. Older elementary students prefer pictures to toys.

The teacher should try to talk as much as possible in the foreign language. There should, however, be some period of talking in English, especially in the beginning stages of language learning. It is important for the student not to be overwhelmed with the foreign language, but to gradually become comfortable with it through dialogues, games and songs.

The children should not be taught isolated vocabulary. Along with the teaching of vocabulary, teach the children how to use the vocabulary in practical sentences. Have the children respond in complete sentences instead of one word answers or partial phrases. Don't present too much vocabulary at one time. Ten words at a time is sufficient.

Understand that quality learning is more important than quantity learning. Material which is thoroughly learned will be remembered for a longer period of time. Continue to teach new materila until most of the students have learned it. It is important to review the material frequently enough so that it isn't forgotten.

Games are an entertaining way to learn a foreign language. (See section on games.) They also serve a purpose of channeling excess energy and eliminating boredom particularly when used near the end of the class time.

GUIDELINES FOR VOLUNTEERS

1. Be enthusiastic about teaching a foreign language. Your enthusiasm will be contagious. The children will look forward to each class.

2. Be faithful in coming at the designated time. If you must miss a class, let the principal and the children know that you will be absent. Unless you hold class most of the time, you will lose the interest of your students.

3. Do not become discouraged if the children do not remember well from session to session. It takes a lot of practice and a lot of review.

4. Think of a number of things to do in any one lesson, however short. Have students repeat vocabulary, use the vocabulary in a complete sentence, practice the newly learned expressions through dialogue, etc. Always include a fund activity near the end of the class.

5. Use a variety of materials: pictures, charts, real objects, toys, puppets, etc.

6. Make sure that the children learn something new every lesson, as well as review items which have been introduced.

7. Always try to have a surprise for the children, such as something in a box for a guessing game.

8. Add a little competition to the classroom by giving flag stickers to those who have won a game. Divide the class into two teams. Reward the winning side. From time to time, reward the child with the most flag stickers. Keep a chart with each child's name. Let the children put the stickers beside their names.

9. End the lesson with a slight hint of what will be happening in the next lesson, such as: "We'll play a new game," "I'll bring a surprise," etc.

10. For homework, have the children teach what they have learned to a friend or family member.

11. Choose a class President and Secretary. The class might vote by counting in the foreign language. Change the officers each month so that everyone gets a turn. The President could ask the questions during opening routine. The Secretary could take the roll.

12. Use native speakers for information. They generally are glad to tell you about their customs. Ask them to teach you some games and songs they knew as children. This lends authenticity to your teaching

GUIDELINES FOR THE CLASSROOM TEACHER

The classroom teacher's role is a key to the success of the LEX program. His/her role is extremely important in order to:

1. Present a positive attitude toward learning a foreign language.

2. Prepare the students to be eager and ready for instruction.

3. Watch for topics and/or activities during the language lessons which can be used for follow-up activities (e.g., discussing an aspect of foreign language culture, contrasting foreign language words with English language words and expressions, map study, etc.) Find out what the children are interested in and teach about those things.

4. Encourage gifted and talented students to explore the language and culture in greater depth.

5. Plan for ways to correlate the foreign language and other subjects, such as social studies, art, music and language arts.

6. Have students look for foreign words which have become part of our English language (e.g., sombrero, chapeau, etc.).

7. Engcourage youngsters to bring in show and tell items such as picture books in the foreign language, dolls dressed in native costumes, post cards, dictionaries and newspapers in the foreign language.

8. Make the room look like a foreign language room. Display native flags, have bulletin boards relating to the topics being studied, have a discovery table (include some typical artifacts such as a sombrero, beret, etc.).

LEX CURRICULUM: FRENCH

INTRODUCTORY UNIT

First Session

1. Introduce yourself:

   Bonjour, classe. Je m'appelle Madame _____.
   Mademoiselle _____.

2. Tell them that customs and discipline in foreign schools differ from those in the United States. Tell them that they will stand up at the beginning of each class period to greet you. Have them practice.

   TEACHER: Bonjour, classe!
   STUDENTS: Bonjour, Madame! (Monsieur or Mademoiselle)

3. Tell the students that they will have foreign names since they will be pretending to be students in the foreign language. Tell them that you will bring name tags with their foreign names the next time. (These can be made from strips of tagboard and yarn. Names are listed in this handbook.)

4. Show the students a map of the country (included) and tell them where the language is spoken. Tell them they will be studying the language and the customs of the people of that country.

5. Explain the importance of listening with our ears and eyes. Also explain the importance of a clear loud response. Remind them always to answer in the foreign language.

6. Teach "What is your name?" "My name is _____."

   Comment t'appelles-tu?
   Je m'appelle _____.

   Use the round robin technique -- ONE CHILD ANSWERS; THEN ASKS THE NEXT CHILD THE SAME QUESTION.

7. Play Toc, Toc. (See list of games.)

8. Pass out workbooks. Have them fill out the first page on name, address, etc. Find out how many foreign words they already know.

9. Dismissal: Au revoir, Classe.
   Au revoir, Madame.

   Ask them to bring hand puppets or "play people" for the next time. Many students may have little "characters" they play with at home. These may be finger puppets, hand puppets, wooden peg people, etc. Any of these would be good for review and practice.

Second Session (Greetings)

1. Review the first day material for the benefit of new students joining the class for the first time.

2. Call roll. Teach present and absent in the target language. Hand out name tags with the children's foreign language names. Have the children wear the name tags each time until you have learned their names.

3. Review first day material:

   "Comment t'appelles-tu?"
   "Je m'appelle_____."

4. Teach the following new materials using puppets which students have brought, or draw a face on both of your index fingers and use for dialogue:

"Comment vas-tu?"
"Je vais bien, merci. Et toi?"
"Très bien, merci."

Use th round robin chain drill (see lesson for the first day). Tell the students that t..ese expressions will be added to the opening routine:

TEACHER: Bonjour, classe.
STUDENTS: Bonjour, Madame.
TEACHER: Comment vas-tu?
(You might wish to single out one person since the vous has not yet been learned.)

STUDENTS: Très bien, merci et vous.
(Tell them they speak to elders with the vous form.)

TEACHER: Très bien, merci.

After a few weeks, tell them when to use the informal form (when talking with a friend or a member of the family) and when to use the formal form (when talking to an elder or more than one person). As soon as they understand, substitute "Comment allez-vous?" for "Comment vas-tu?" when talking to the entire class.

5. Song: Ainsi font (teach the song with a puppet. Let the students use the puppets they brought).

6. Dismissal: Shake hands with individual students saying

TEACHER: Au revoir, _____ (child's name).
STUDENT: Au revoir, Madame.

7. Homework: Have students teach what they have learned to a friend.
Ask them to bring a notebook for a picture dictionary.

Third Session

1. Opening Routine: Call roll and review greetings with individual students.

2. New Material: Present first set of transparencies with tape #1.

3. Workbook, page 2.

Teacher's Instructions: Have the children write the number for the word you are saying beside the picture.

1. Garçon
2. Madame
3. Monsieur
4. Mademoiselle

4. Workbook, page 3.

1. Put your map transparency on overhead
2. Circle important cities.
   Outline important rivers
3. Have children fill in their maps.

5. Song: Frère Jacques

6. Closing Routine

7. Homework: Have several students bring in a toy telephone.
Have at least two telephones.

Fourth Session

1. Opening Routine

2. New Material: Demonstration of French greetings

Show transparency #1.
Cultural Note: Tell the students that the Europeans greet strangers and casual acquaintances with a handshake. Friends are greeted with a hug and often a kiss on both cheeks.

3. Teach pas bien and comme ci comme ça as an alternative answer for:

Question: Comment vas-tu?
Response: Pas bien, et toi?
Comme ci, comme ca.

Show transparency #1 for teaching this concept.

4. Fun Activity: Before beginning dialogue, practice: "Viens jouer avec moi."

Practice the following dialogue with toy telephones:

Un Coup de Téléphone

Jacques: Allô, allô (use toy telephone)
Roger: Ici, Roger. Qui est-ce?

Jacques: C'est moi, Jacques.
Roger: Comment vas-tu?

Jacques: Comme ci, comme ça.
Roger: Viens jouer avec moi.

5. Dismissal

UNIT TWO -- CLASSROOM EXPRESSIONS

Length of Time: Three Sessions

Vocabulary and expressions to be thoroughly mastered:

le livre	l'étudiant	l'étudiante	la table	la craie
la fenêtre	le crayon	le cahier	le tableau noir	
la porte	le drapeau	le stylo	une feuille de papier	
l'effaceur	la règle	la carte	le pupitre	

Commands: Allez au tableau noir

Ouvrez	Silence
Fermez	Faites attention
Ecrivez	Asseyez-vous
Effacez	Levez-vous
Ecoutez	

Prepositions: sur, devant, au dessus de, derrière, dans, sous

Procedure:

Lesson One:

1. Introduce words from Transparencies #3-7

Method of Presentation:

Point to one item at a time.
Ask: Qu'est-ce que c'est?
Response: C'est un livre.

Teach one item. Ask several students to name the item. When the students are able to say the word well, continue with the next item. Keep returning to previously taught items and ask: Qu'est-ce que c'est?

2. Game: Classroom Mix-Up (See list of games)

3. Workbook

4. Have children circle the classroom object you call out.

5. Homework: Ask children to bring in a notebook for use as a picture dictionary.

Lesson Two:

1. Review words learned in lesson one.

2. Ask students to turn to workbook, cut out the pictures on page 3 and paste them in their notebooks. Have them choose words from the board to label their expressions.

3. Teach commands using new vocabulary. Have students obey commands to demonstrate understanding.

   Ex: Allez au tableau noir. (Student obeys command.)

4. Game: Simon dit. (Have students follow the directions of the leader, using commands just taught.)

Lesson Three:

1. Review words and expressions.

2. Demonstrate prepositions. (Use transparency #8 and tape #3. Use concrete examples to demonstrate prepositions on the list.)

3. Ask questions:

   TEACHER: Ou est le livre?
   Response: Le livre est sur la table.

4. Use workbook exercise, page 5. Have students number as you call sentences using prepositions.

UNIT THREE -- COLORS AND NUMBERS 1-10

Length of Time: Two Sessions

Vocabulary and Expressions:

rouge	blanc (blanche)	bleu
jaune	violet	vert
rose	gris	brun
noir	orange	

Numbers: Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix

Procedure:

Lesson One:

1. Introduce colors from color chart.

   Ask: De quelle couleur est le papier?
   Response: Le papier est rouge.

2. Play Game: Cowboys and Indians. (See list of games.)

3. Workbook, page 6. Color according to the numbers indicated:

1. jaune	4. vert	7. orange
2. brun	5. rouge	
3. noir	6. bleu	

4. Game: Choose a number game from the List or Games.

UNIT FOUR -- PARTS OF THE BODY

Length of Time: Two Sessions

Vocabulary and Expressions:

Parts of the Head

la tête	la bouche	le visage
les cheveux	la dent	la lèvre
les yeux	la langue	
le nez	l'oreille	

Parts of the Body

le coude	le dos	le pied
le bras	le genou	la taille
la jambe	la main	le corps
le cou	l'épaule	le doigt

Procedure:

Lesson One:

1. Introduce parts of the head, using:

   Qu'est-ce que c'est?

2. Use Transparency #10 and Tape #4.

3. Simon dit: Touchez la tête.

Lesson Two:

1. Introduce parts of the body.

2. Use Transparency #11 and Tape #4.

3. Song: Savez-vous planter les choux?

UNIT FIVE -- CLOTHING

Length of Time: Two Sessions

Vocabulary:

les vêtements	les bottes	le sac à main	la chaussette
la blouse	la robe	les pantalons	le chapeau
le soulier	le tricot	le bas	la chemise
le gant	la jupe	le manteau	le parapluie

Procedure:

Lesson One:

1. Introduce vocabulary items with Qu'est-ce que c'est?

2. Use Transparencies #12-15 and Tape #5 after students know the vocabulary well. You may wish to divide the vocabulary into girls' clothing and boys' clothing. Teach boys' clothing one day; girls' clothing the next time.

3. Ask: Que portez-vous?
   Response: Je porte _____.

4. Workbook, page 7.

5. Homework: Bring in pictures of clothing for the picture dictionary.

Lesson Two:

1. Review vocabulary.
2. Teach boys' vocabulary (or girls' depending on what was taught the last time).
3. Ask: Que portez-vous?
   Response: Je porte _____.
4. Game: Exchange (See List of Games)
5. Picture Dictionary: Ask students to paste and label clothing pictures which they brought with them.

UNIT SIX -- DAYS OF THE WEEK, MONTHS AND SEASONS

Length of Time: Four Sessions

Vocabulary:

aujourd'hui		Quel jour sommes-nous?			
lundi	jeudi	le mois			
mardi	vendredi	janvier	avril	juillet	octobre
mercredi	semaine	février	mai	août	novembre
		mars	juin	septembre	décembre

la date	onze
le printemps	douze
l'été	treize
l'automne	quatorze
l'hiver	Quel âge as-tu?
Dans quelle saison sommes-nous?	J'ai _____ ans.

Procedure:

Lesson One:

1. Teach days of the week.
2. Use Transparency #16 and Tape #6.
3. Ask: Quel jour sommes-nous? (Show a calendar. Point to name of day.)
   Response: C'est aujoud'hui _____.
4. Song: Lundi Matin

Lesson Two:

1. Teach months of the year.
2. Use Transparencies #17 and 18 and Tape #6.
3. Workbook, pages 8, 9. Write the month the picture represents.

Lesson Three:

1. Review numbers 1-10.
2. Teach the four seasons using Transparency #19 and Tape #6.
3. Ask: Dans quelle saison sommes-nous?
   Response: C'est_____.

4. Teach children poem:

Trente Jours

Trente jours ont septembre
Avril, juin et novembre
De vingt-huit il en est un,
Les sept autres ont trente et un.

5. Workbook, page 10. Labe the seasons of the year.

Lesson Four:

1. Review numbers 1-10
2. Teach numbers 11-14
3. Use Transparency #21
4. Teach words for birthday and age
5. Ask question:

TEACHER: Quel age as-tu?
STUDENT: J'ai _____ ans

6. Song: Un Kilometre a Pied

UNIT SEVEN -TELLING TIME, NUMBERS 15-50

Length of Time: Three Sessions

Vocabulary:

quinze
seize
dix-sept
dix-huit
dix-neuf
vingt
quarante
cinquante
zéro
les minutes
Quelle heure est-il?
Il est une heure.
il est quatre heures et demie.
il est une heure et quart.

Procedure:

Lesson One:

1. Teach numbers 15-30.
2. Game: Use one of the numbers games on List of Games.
3. Song: Un Kilomètre à Pied

Lesson Two:

1. Review numbers 1-30.
2. Teach time using a clock with movable hands.
3. Use Transparency #22 and Tape #7.
4. Workbook, page 12 (Fill in the time the teacher calls out.)

Lesson Three:

1. Teach numbers 20-50 using Transparency #21 and Tape #7

2. Do some mathematical problems with children.

   Combien font _____ et _____ _____ et font _____. _____ moins _____ font _____ _____.

3. Workbook, page 11. Spell out the number in the foreign language.

UNIT EIGHT -- WEATHER

Length of Time: Two Sessions

Vocabulary:

Il fait beau
Il fait du vent
Il pleut
Il neige
Il fait chaud
Il fait froid
Il fait du soleil
Il fait gris
Il fait mauvais
Il gèle
Quel temps fait-il?

Lesson One:

1. Teach weather expressions from Transparency #23
2. Game: Hot, Warm, Cold
3. Ask questions such as: Quel temps fait-il en décembre? Il fait froid.

Lesson Two:

1. Review weather expressions.
2. Workbook, p. 13. Put the chart on the board; have students fill in the chart.

UNIT NINE -- THE FAMILY

Length of Time: Two Sessions

Vocabulary:

la famille
la mère (Maman)
le père (Papa)
la soeur
le frère
le bébé
le chien
le chat

(for additional words)
la grand-mère
le grand-père
la tante
l'oncle
le cousin, la cousine
la nièce, le neveu

Lesson One:

1. Present vocabulary using Transparencies 24 and 25

2. Ask:

   Qui est-ce?
   C'est la mère.

3. After vocabulary has been thoroughly learned, you may ask additional questions:

   TEACHER: Comment va ta mère?
   STUDENT: Elle va bien.

TEACHER: Où est ton frère?
STUDENT: Il est à l'école.

TEACHER: Combien de personnes est ce qu'il y a dans ta famille?
STUDENT: Il y a quatre personnes dans ma famille.

4. Song: Frère Jacques

Lesson Two:

1. Review vocabulary of Lesson One.

2. Other questions:

Quel âge a ton frère? Il a sept ans.
Combien de soeurs as-tu? J'ai deux soeurs.

3. Workbook, page 14. Have students make a family tree. They may label the names and then in pairs exchange their papers. One student points to a person and asks:

Qui est-ce?
The student says:
C'est mon père.

Additional Workbook Activities

Page 15 - Have students circle the name teacher calls out.

Page 16 - For Valentine's Day - Take out paper, fold it in quarters - make a Valentine Card.

Page 17 - Call out numbers and have children connect the dots.

GAMES

Games are an important part of the LEX program. They should be played for fun, although they also serve the purpose of reviewing and reinforcing various words and phrases which have been learned.

Games should be simple. Play them toward the end of the period. Vary the games each time so that the children don't get bored playing the same games. If the children get noisy or out of order, immediately stop the game.

Be sure that the children have been taught the necessary foreign language phrases for playing the game. Use games that require the use of foreign phrases. No English should be allowed during the playing of the games. Be creative in thinking of games to play. Ask a native speaker what games he/she played as a child.

VOCABULARY GAMES

Exchange: Echangez

Use categories such as fruit, animals, clothing, etc. Seat the children in a circle with one child in the center. Assign each child the name of a fruit, animal or whatever category is chosen. Have at least two children with the same item. The child in the center calls the name of one item. All children assigned that name exchange places. Whoever loses out on a place to sit must go to the center.

Simon Says: Simon dit

Use after learning parts of the body or use with command forms. The children follow the directions given by the teacher or class leader:

Leader: Simon dit: touchez la tête

Continue playing until one person remains who has followed all directions accurately. (They only follow directions if Simon says it.) Variation: Animal Fly -- Children wave their arms if the animal called out flies.

I Am Thinking About (I Spy): Je Pense A (Je Vois)

After this statement, the children guess what the teacher or class leader is thinking about or sees. A list of objects can be used to limit the choice. In I Spy, colors can be used: I spy something red.

Leader: Je pense à quelquechose.
Je vois quelquechose de rouge.

Variation

Twenty Questions -- The children try to guess what the teacher or leader is thinking about by asking questions. Limit to 20 questions. The first guesser becomes the leader.

Questions: Est-ce dans la salle de classe?
Est-ce grand?
etc.

Variation

Sartir -- One child leaves the room. The class chooses a word of vocabulary which they have learned. When the child is called back into the room, the class says: We have chosen a (fruit, vegetable, or whatever category). Then the child asks: Is it an apple? The class answers yes or no. Three questions are enough.

Class: Nous avons choisi un fruit.
Child: Est-ce une pomme?

Questions and Answers

Divide the class into two teams. Choose a student from each team to come to the front of the room. Have each child pick a card with a question on it. (The teacher may wish to keep a list of questions on 3x5 cards from each unit.) Each team gets one point per answered question.

Variation: Tic, Tac, Dough -- put categories in each of the boxes. Play the same way as Questions and Answers.

Cowboys and Indians

Six children, the Indians, stand in front of the other children holding pieces of construction paper of various colors behind their backs. The other children try to guess the colors they are holding. They might ask:

As-tu le papier bleu?
Response: Oui, j'ai le papier bleu.
Non, je n'ai pas le papier bleu.

A correct response rewards the cowboy with the paper. The team holding the most papers at the end of the game wins.

Hot, Warm, Cold: Cachez la Craie

A child leaves the room. Another student hides a piece of chalk somewhere in the room. When the child comes back into the room, the other children tell him if he is cold, hot or warm. Vocabulary to use:

Froid, Très froid
Tiède
Chaud
Très chaud
Ça brule!

Picture Bingo

Can be used for any vocabulary lesson. Purchase two identical picture books. Mark off six three inch squares on 6-12 pieces of construction paper. Cut out six different pictures in duplicate. Paste six different pictures in the six squares of construction paper. Mount the six remaining pictures on individually cut squares. Directions for game:

1) Give each child one large card.

2) Explain that you are drawing one square at a time out of your bag. You will call out the name of the item in the foreign language.

3) Whoever has the matching picture can claim it and put it over the corresponding picture. Whoever covers the entire board first wins the game.

Variation: Animal Bingo -- The students can play this after learning the animal sounds in the foreign language. Then, instead of calling out bingo, they can call an assigned animal sound. Sounds like a barnyard!

Animal Sound Examples:

Spanish	French	German
cat - miau	cat - miau	cat - miau
dog - guau	dog - ouah	dog - wau-wau
duck - cua	duck - coin	duck - quak
sheep - be	sheep - bêe	sheep- mä
burro - hia	burro - hi han	burro - ia
cow - mu	cow - meu meu	cow - muh
chick - piu	chick - pi pi	chick - piep
hen - ca cara ca	hen - cotte cotte	hen - gack
rooster - quiquiriquí	rooster - cocorico	rooster - kikeriki

Toc, Toc

The teacher selects a child who sits down with his back to the class and closes his eyes. Another pupil is selected to go to the blackboard and say, "Toc, Toc." The seated child says "Qui est là" The standing child says, "C'est moi." The seated child guesses, "Il s'appelle or Elle s'appelle" and the child's name. Give the child three guesses.

Dans le panier je mets

A basket is passed around the class and the children choose pictures of articles or actual articles and place them into the basket and proceed as follows. First child says, "Dans le panier je mets un chien." The second child then says, "Dans le panier je mets un chien et un chat." Then passing on the basket to the next child, that child would say, "Dans le panier, je mets un chien, un chat et un oiseau."

Dessinez

There are two teams. Two children (one from each team) are called to the board. When they are both at the board, the teacher gives the name of the object to be drawn. She says, for example, "Dessinez un crayon." The first child to draw the object in recognizable form scores a point for his team.

Cock Fight

The teacher pins different colors of paper on students' backs. The students put their hands on their hips with their elbows brought forward to look like wings. The object is for one student to see the paper on another student's back and to say the color in the foreign language.

What's in the Box?

The teacher or a student places a mystery item in the box. Class members ask questions in the foreign language to determine what the object is.

Labelling

The class is divided into two teams. Each team receives an outline of a person. The first team to label body parts correctly wins. (See the following four pages for body labelling.)

NUMBER GAMES

Je Pense A un Numero

The teacher writes 5-6 numbers on the board, one of which the teacher is thinking about. As each number is guessed, the teacher erases that number, until the correct number is guessed. The students say when guessing, "Est-ce numéro 6?" Variation - The teacher says, "Je pense à un numéro entre 15 et 25."

Counting

(Any series of numbers in order.) The children stand up. If a child makes a mistake, he is seated. The game may be stopped at the teacher's discretion or until there is a winner. Variations: Bouncing Ball - The children count by any series of numbers while bouncing a ball. The child who counts correctly for the longest number of bounces wins the game.

Buzz

The children count by any series of numbers in order except that they say buzz for any multiple of 5. Children can be standing or seated.

Team Games

Two teams, equal in number, line up at each side of the room. With the teacher using flash cards, the children read numbers or do addition and/or subtraction. If answered incorrectly, the child sits down. The team with the most remaining standing wins the game.

Variation: Team Blackboard Game - Representatives from two teams come up to the blackboard and write the number or number facts called out. The child who writes it first scores the point for his team.

Number Exchange

Two teams of children are assigned numbers (one from one team corresponds to one from another team). When the teacher calls the number, the two children walk swiftly to the other child's seat. The child who is seated first wins the point. This game can also be used for vocabulary.

The popular game of Bingo (Lotto) can also be used for number games.

FRENCH SONGS

Ainsi Font

Ainsi font, font, font les petites marionettes,
Ainsi font, font, font, trois petits tours et puis envont.

Lundi Matin

Lundi Matin, le roi, sa femme et le petit prince,
Sont venus chez moi pour me serrer la pince.
Comme j'étais parti, le petit prince m'a dit:
Puisque c'est ainsi, nous reviendrons mardi.

Mardi matin, le roi, sa femme et le petit prince,
Sont venus chez moi pour me serrer la pince.
Comme j'étais parti, le petit prince m'a dit:
Puisque c'est ainsi nous reviendrons mercredi.

(Keep adding the next day of the week to the end of the song; begin with that day on the next refrain until you have finished all the days of the week.)

Frère Jacques

Frère Jacques, Frère Jacques, dormez-vous, dormez-vous,
Sonnez les matines, sonnez les matines,
Ding, Ding, Dong; Ding, Ding, Dong.

Un Kilometre A Pied

Un kilomètre à pied, ça use, ça use.
Un kilomètre à pied, ça use les souliers,
Mais pas autant que ...
Deux kilomètre à pied, ça use, ça use.
Deux kilomètre à pied, ça use les souliers,
Mais pas autant que ...

(Increase the number with each new verse. This can be used as a marching song. THe children can march in place or in a circle.)

Savez-vous Planter les Choux?

Savez-vous planter les choux? A la mode, à la mode.
Savez-vous planter les choux? A la mode de chez nous.
On les plante avec les pieds. A la mode, à la mode.
On les plante avec les pieds. A la mode de chez nous.

Savez-vous planter les choux? A la mode, à la mode.
Savez-vous planter les choux? A la mode, de chez nous.
On les plante avec les mains. A la mode, à la mode.
On les plante avec les mains. A la mode de chez nous.

(Keep adding different parts of the body. Have the children demonstrate planting with their feet, hands, head, nose, etc.)

Dansons la Capucine

Dansons la Capucine, n'y pas de pain chez nous.
Y'en a chez la voisine; mais ce n'est pas pour nous.
You (At the shouting of you, everyone falls down like Ring Around the Rosy)

Cueillons la Rose

Cueillons la rose, sans la laisser faner.
Elle est éclose, il faut la cueillir.
*Cueillons, cueillons, cueillons Françoise et son ami.
Faites un tour, Françoise. Demi tour Françoise.
Belle, belle, belle.
Faites un tour, Françoise. Demi tour Françoise.
Belle, belle embracez-vous. Sur les deux joues en caoutchouc.

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(Children form a circle, with one child in the center. They move around the child as they sing. When cueillons* is sung, the child in the middle picks a friend. They join hands and form a small circle like the outer circle. At the end of the song, they hug and kiss on the cheeks. Then the first child leaves and the second child picks another friend when *cueillons is sung. Keep changing the name in the song to match the name of the person choosing the friend.)

Il court, il court le furet, le furet du bois Mesdames.
Il court, il court le furet, le furet des bois jolis.
Il a passé par ici. Il repassera par là.
Qui l'a? Qui l'a?
(Children form a circle. They form the circle around a rope on which a ring slides. One child goes into the center. While the song is being sung, the ring slides from hand to hand. When "Qui l'a is sung, the children stop moving. The person in the center guesses who has the ring.)

Lundi Matin

De cette façon lavons les vêtements,
Lavons les vêtements, lavons les vêtements.
De cette façon lavons les vêtements
Les lundis matin.

De cette façon repassons les vêtements,
Repassons les vêtements, repassons les vêtements.
De cette façon repassons les vêtements
Les mardis matin

De cette façon balayons le plancher,
Balayons le plancher, balayons le plancher.
De cette façon balayons le plancher
Les mercredis matin.

De cette façon faisons les achats,
Faisons les achats, faisons les achats.
De cette façon faisons les achats
Les jeudis matin.

De cette façon nettoyons la maison,
Nettoyons la maison, nettoyons la maison.
De cette façon nettoyons la maison
Les vendredis matin.

De cette façon faisons le pain,
Faisons le pain, faisons le pain.
De cette façon faisons le pain
Les samedis matin.

De cette façon allons à l'église,
Allons à l'église, allons à l'église.
De cette façon allons à l'église
Les dimanches matin.

LES CHANSONS DE NOEL

Vole Traineau

Vole traineau, vole traineau
Vole comme le vent.
Gaies costumes, blanche neige,
Quel bel amusant.

Il Est Né

Il est né le divin enfant.
Jouez, hautbois, resonnez, musettes;
Il est né le divin enfant,
Chantons tous son avènement.

Les Anges Dans Nos Campagnes

Les Anges dans nos campagnes ont entonné l'humne des cieux,
Et l'écho de nos montagnes, redit ce chant mélodieux:
Gloria, in excelsis Deo,
Gloria, in excelsis Deo.

BOYS' NAMES

Adolph	Adolphe	Frederick	Frederic
Alexander	Alexandre	George	Georges
Allen	Alain	Gerard	Gérard
Alphonso	Alphonse	Gregory	Grégoire
Andrew	André	Gustav	Gustave
Anthony	Antoine	Henry	Henri
August	August	Isidor	Isidore
Bartholomew	Barthélemie	James	Jacques
Basil	Basile	Jerome	Gérome
Benny	Bennie	John	Jean
Christopher	Christophe	Lawrence	Laurent
Cornelius	Corneille	Leon	Léon
Dennis	Denis	Leonard	Léonard
Dominick	Dominique	Leopold	Léopold
Edmund	Edmond	Lucian	Lucien
Edward	Edouard	Mark	Marc
Emil	Emile	Matthew	Mathieu
Ernest	Erneste	Michael	Michel
Eugene	Eugène	Morris	Maurice
Ferdinand	Fernand	Partrick	Patrice
Francis	François	Peter	Pierre
Frank	François	Phillip	Philippe
Ralph	Raphael	Theodore	Théodore
Rudolph	Rodolphe	Thomas	Thomas
Stephen	Etienne		

GIRLS' NAMES

Adele	Adèle	Ellen	Hélène
Adrian	Adrienne	Emily	Emilie
Agatha	Agathe	Estelle	Etoile
Agnes	Agnès	Faith	Fidélité
Alexandra	Alexandre	Frances	Françoise
Amelia	Amilie	Grace	Grâce
Ann	Anne	Hortense	Horthense
Beatrice	Béatrice	Irene	Irène
Bertha	Berthe	Jane, Jean	
		Joan	Jeanne
Betty	Bettine	Josephine	Joséphine
Bridget	Brigitte	Josey	Josette
Camile	Camille	Juliet	Juliette
Catherine	Catherine	Lily	Lilianne
Cecilia	Cécile	Lucia	Lucie
Clotilda	Clothilde	Madeline	Madeleine
Cora	Corinne	Marcella	Marcelle
Dorothy	Dorothée	Mararet	Marguerite
Elizabeth	Isabelle	Marilyn	Marie-Hélène
Martha	Marthe	Sylvia	Sylvie
Matilda	Mathilde	Theresa	Thérèse
Pearl	Perle		

SUGGESTED MATERIALS

1. Puppets (either cloth puppets or use the Fisher-Price play family which fit on the tips of the fingers)
2. Flash cards (with numbers on them)
3. Pictures (taken from magazines, coloring books, hand drawn or taken from a picture dictionary)
4. Real objects such as children's toys (dolls, doll houses, plastic play food, plastic animals, etc.)
5. Posters
6. Flannel board, felt cutouts
7. Maps, globe
8. Flags of the country being studied
9. Flag stickers (used for rewards for winning games)
10. Calendars (in the target language if possible)
11. Toy clock with movable hands
12. Bingo cards (See Games under Bingo to find out how to make them)
13. Menus in the target language
14. Workbooks
15. Small ball for counting bounces
16. Children's books in the target language
17. Phonographs
18. Cassettes
19. Language Master
20. Toy telephones
21. Puppet theatre
22. Foreign language notebook
23. Bulletin Boards -- can be devoted to the unit of study, current events, pictures, labels, advertisement, greeting cards, post cards, etc.
24. Display Case -- might contain dolls dressed in native costume, authentic menus, foreign coins, tickets, books and magazines in the target language.